

Interprofessional Education Breast Cancer Case-based Learning Activity for Physical Therapy and Radiation Therapy Students



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Background

- Breast cancer is the most commonly diagnosed cancer among women¹
- Understanding roles and responsibilities (RR) may increase effective team functioning and patient care.²
- Radiation therapists and physical therapists care for breast cancer patients.³
- Interprofessional educational (IPE) experiences have shown to foster professional growth and improve patient care.^{2,4}
- Interprofessional Education Collaborative (IPEC) defined interprofessional collaboration through four core competencies of values/ethics, RR, interprofessional communication, and teams and teamwork.^{5,6}

Purpose

The purpose of this IPE experience was to bring together healthcare students in radiation therapy and physical therapy programs for a case discussion of the care and management of a patients with breast cancer and to enhance their understanding of each other’s RR in that care.

Actions, Methods or Interventions

- Physical therapy (n=59), and radiation therapy students (n=10) participated in a one-hour face to face IPE case review.
- Pre-learning included videos of the other profession and recorded demonstrations on how physical therapists manage axillary web syndrome and how radiation therapists treat breast cancer.
- This IPE case review included a pre-IPE survey, a face to face case based activity and a post-IPE survey.
- During the face to face case students were given one of two cases and questions to foster discussion.
- Each question on the survey was developed from each of the ten roles and responsibilities sub-competencies.⁶
- The students were asked to rate their knowledge of one’s own RR and of the other profession participating using a Likert scale (Strongly Disagree=0 to Strongly Agree=5).

Results

- Only students completing both the pre-IPE and the post-IPE survey were used for further analysis.
- Combined pre-IPE and post-IPE surveys included 34 DPT students (57.6%) and 7 RTT students (70.0%).

| Roles and Responsibilities | N | Mean Pre-score (SD) | Mean Post-Score (SD) | P-value |
|-------------------------------------|----|---------------------|----------------------|----------|
| Total score (All 10 questions) | 41 | 33.1 (8.4) | 45.0 (4.5) | p < 0.05 |
| Own RR (3 Questions) | 41 | 13.2 (1.7) | 14.1 (1.0) | p < 0.05 |
| Other profession’s RR (7 Questions) | 41 | 19.9 (7.2) | 30.9 (4.5) | p < 0.05 |

**Significant difference with p value < 0.05 from paired t-test; SD=Standard deviation

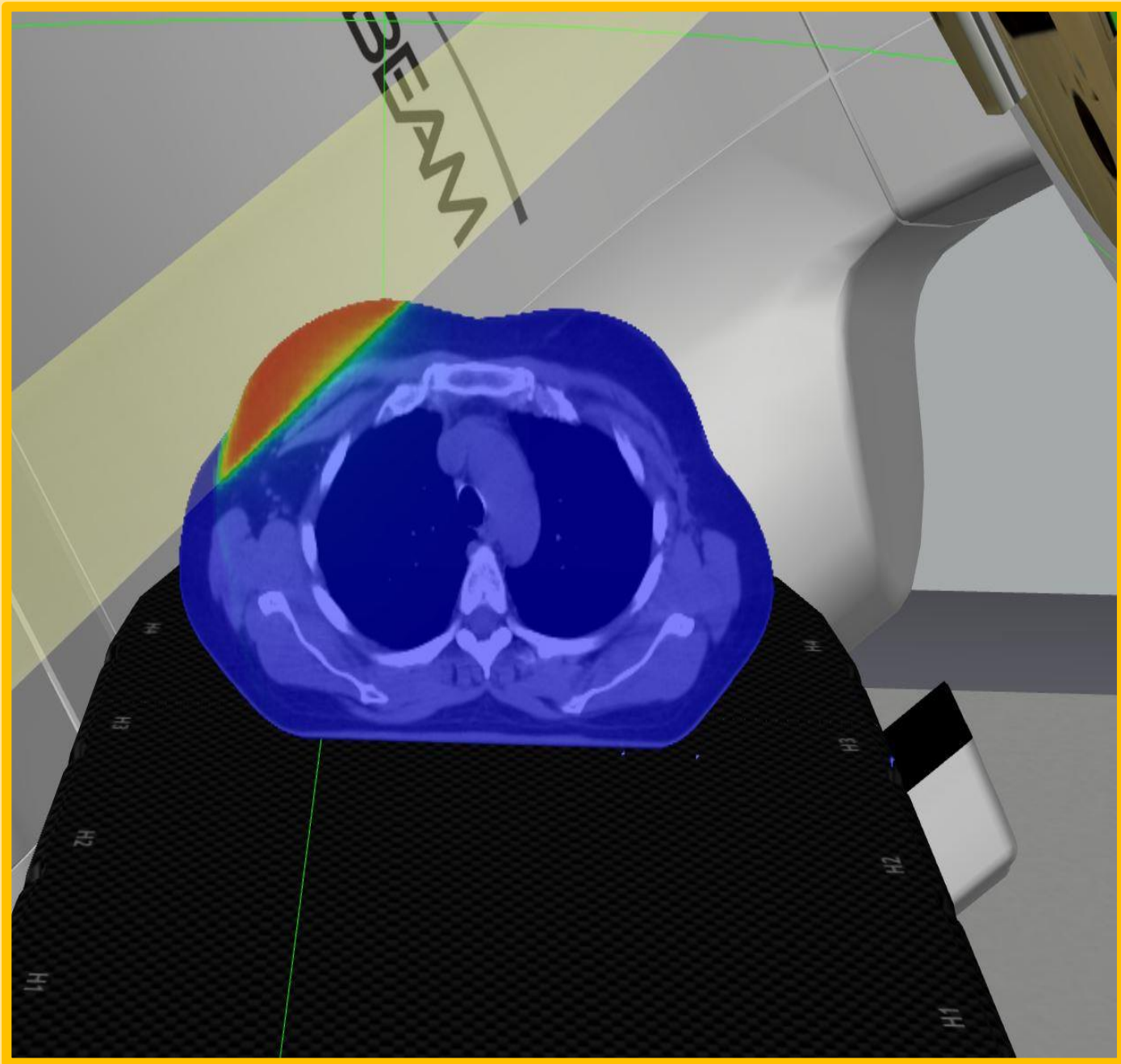
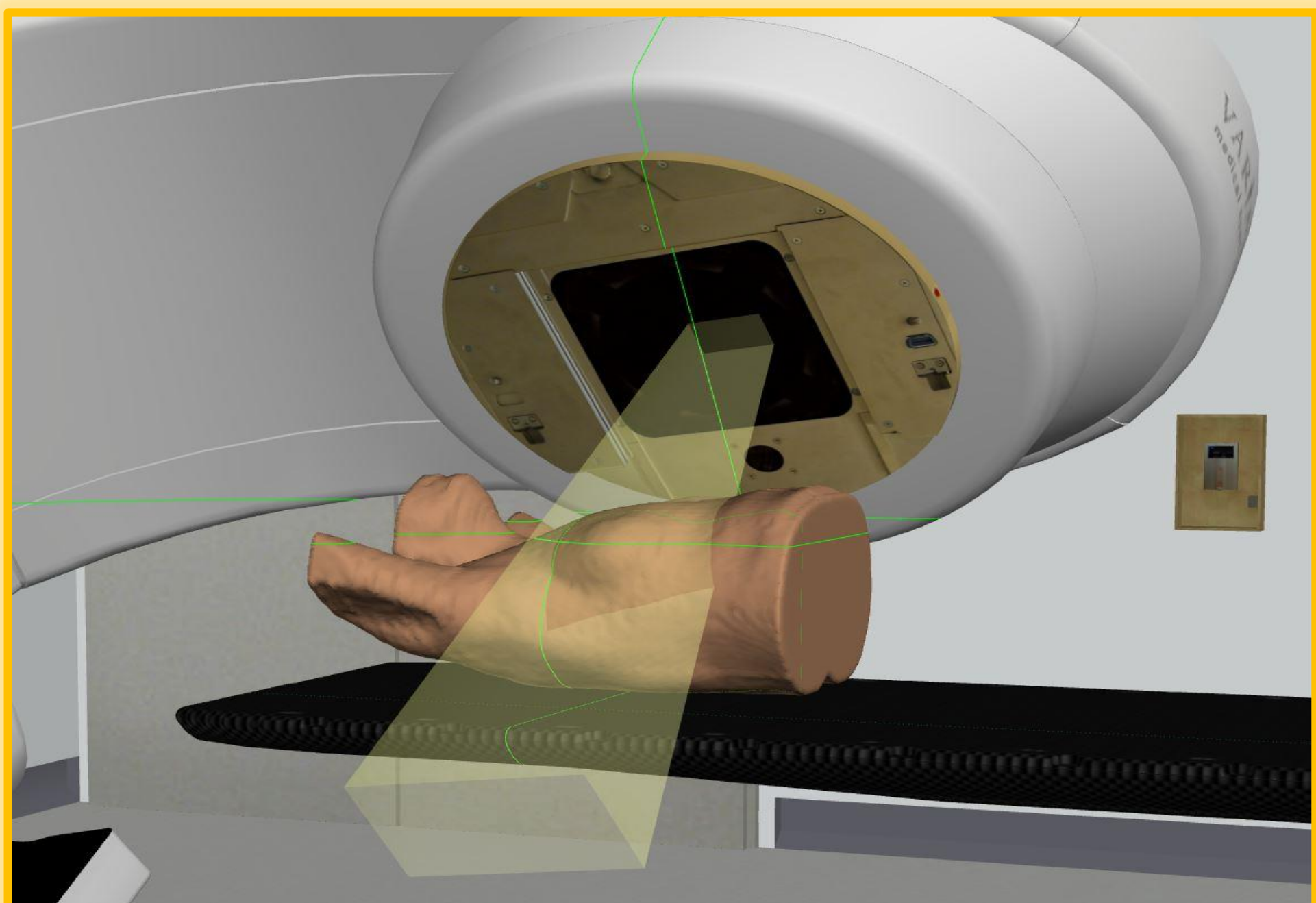
Discussion

- Understanding other health care providers RR may improve patient care.
- This type of activity can assist in improving the IPEC competencies for future healthcare providers.
- Research will continue to test the validity of the pre-IPE and post-IPE survey tool.

Conclusion

A one-hour IPE with guided case discussion can allow students to share experiences, that can improve the understanding of each others roles and responsibilities in the treatment of breast cancer patients.

Pre-learning Professional Demonstrations



References

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